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ABSTRACT

The major thrust of the Institute for Services to Education (ISE) is to broaden the range of opportunities for Negroes in higher education. ISE does this through long-range programs at predominantly Negro institutions. The institute's major functions are curriculum reform and attracting funds to get new educational programs started. But it also has sponsored a social action project in which students work with local community agencies. Another ISE effort is a series of conferences across the South to prepare young college graduates (Negro and white for future roles as teachers in integrated schools. This document presents a brief history of the ISE, a description of the Thirteen-College Curriculum Programs (TCCP), including a description of the 4 courses taught in the TCCP curriculum during the last academic year (ideas and their expression, quantitative and analytical thinking, social institutions, and natural science), describes the conferences for integrated teaching, and the communication skills institutes (to improve, if necessary, the ability to communicate orally of the graduates of predominantly Negro colleges who plan to teach), and a description of the Community Action Program (CAP). (Author/PG)

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THE NEGRO AND HIGHER EDUCATION

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ISE: CATALYST FOR CHANGE

The major thrust of the Institute for Services to Education (ISE) is to broaden the range of opportunities for Negroes in higher education. The private, non-profit organization does this through long-range programs at predominantly Negro institutions. ISE concentrates its efforts in the South, where most of the Negro colleges are located.

President Samuel D. Proctor describes ISE as "a catalyst for change." Its philosophy, expressed by Dr. Proctor, is that Negro colleges are a reflection of the divisions in American society. Since most Negroes who go to college attend these institutions, ISE works with them to speed Negro students toward full participation in American life through the full achievement of their potentialities.

The Institute's major functions are curriculum reform and attracting funds to get new educational programs started. But it also has sponsored a social action project in which students worked with local Community Action agencies. Another ISE effort was a series of conferences across the South to prepare young college graduates (Negro and white) for future roles as teachers in integrated schools. ISE did the program planning in cooperation with Emory University, the grantee, and the National Education Association.

ISE was formed in 1965. However, discussions, meetings, and studies dating back to 1963 laid the groundwork for the organization and its program. Educational Services Incorporated was named interim administrator of projects in January 1964 until a new service corporation (to be ISE) could be formed. It administered a program of Summer Faculty Institutes where teachers from Negro colleges could increase their competence to handle materials of the new curriculum development programs. ESI also ran a Pre-College Program to prepare Negro students to enter college.

In 1965, a group of distinguished educators, the American Council on Education, college presidents, and representatives of educational foundations met to define and sponsor long-range programs to strengthen Negro colleges. From this meeting ISE was formed, and the Carnegie Corporation pledged initial support. This ended the temporary stewardship of ESI as ISE assumed all the projects.

In its first year, the Institute ran the Pre-College Program, the Faculty Summer Institutes, and a new program, the ESSO Faculty Fellowship Program. Under a grant from the ESSO Educational Foundation, ISE selected six teachers from predominantly Negro colleges for awards to complete their doctoral studies.

During the last academic year (1967-68), ISE ran four more projects—the Thirteen College Curriculum Development Project, the Communication Skills Institute, the Emory Project, and the Student Intern

Project. It also continued to administer the ESSO Faculty Fellowship Program and prepare the materials for the Pre-College Program. Until recently, ISE published *Expanding Opportunities* as a newsletter publicizing opportunities for Negroes in higher education. It took over the publication from the American Council on Education and now uses the newsletter as a house organ.

ISE's main office is at 1527 New Hampshire Avenue, N.W., Washington, D.C. There also is a curriculum laboratory known as the Curriculum Resources Group (CRG) at 55 Chapel Street, Newton, Mass. ISE has a full-time staff of 40 and 15 part-time staff members and consultants who plan and supervise its programs. CRG provides instructional material and consultant services to colleges associated with ISE's programs.

In the years 1966-68, ISE received $4,973,987 in grants for its programs, including $300,000 from the Carnegie Corporation for general operating expenses. The U.S. Office of Education has been a major supporter with grants of $3,855,900. Other grants include $850,000 from the Office of Economic Opportunity, $121,760 from the National Science Foundation, $75,000 from the ESSO Educational Foundation, $75,600 from the Ford Foundation, and another $200,000 from Carnegie.

OUTLINE HISTORY OF ISE

April 23, 1963: President's Science Advisory Committee Panel on Educational Research and Development met on what could be done to improve Negro colleges.

Aug. 1, 1963: Panel published a report, "Program for Negro Colleges," detailing their problems and setting forth a program and method of organization to improve them.

Jan. 20, 1964: The Ad Hoc Committee on Education in Predominantly Negro Colleges proposed a "Program for Negro Colleges: Project for 1964-65." (Educational Services Inc. was designated as temporary administrator of the projects growing out of this ad hoc committee.)

Summer 1964: Five Summer Institutes—biology, English, history, mathematics, and physics—were established for 237 Negro college teachers; Pre-College Program for Negro students was designed.

March 1965: Six Pre-College Centers for high school seniors in operation. These were influential in convincing OEO that the Upward Bound concept was a feasible one for a national program.

April 5, 1965: ESSO Education Foundation granted $50,000 for the 1965 ESSO Faculty Fellowship Program for Negro college teachers to complete graduate study.

April 30, 1965: The Institute for Services to Education was incorporated.

Oct. 1, 1965: ISE contracted with the Office of Economic Opportunity to provide educational planning, support and consultation for the initial development of Upward Bound into a national program.

April 15, 1966: Upward Bound launched as a national program on 215 college campuses with 20,000 enrollees with ISE as the educational consultant to the Office of Economic Opportunity for the program and doing the major developmental work.

June 1, 1966: Upward Bound connection ended. Carnegie Corporation granted $500,000 for a new Washington Office and support for Curriculum Resources Group.

April 1, 1967: Applications made and support received for projects in fiscal 1967-68: Thirteen Colleges Curriculum Development Project, Student Intern Project, Emory Project, ESSO Faculty Fellowships, and Communication Skills Institute.

THE PROGRAM FOR CHANGE

ISE's catalytic function is performed through a program for change. Focusing on the particular needs of particular colleges, ISE attempts programs that have broad applicability. Among the programs which ISE administered last year are the Thirteen College Curriculum Development Project, the Communication Skills Institutes, the Emory Project, the ESSO Faculty Fellowships, and the Student Intern Project. . . .

A RADICALLY DIFFERENT APPROACH

The major current effort of the Institute for Services to Education is the development of an intensive, two-year, innovative curriculum in cooperation with 13 predominantly Negro colleges. The program is designed to bring the intellectual, social, and cultural development of students from socially and economically distressed areas to a level where they can compete successfully when they enter their junior year in college and in the larger society after graduation.

The new curriculum is radically different from the traditional remedial approach. The assumption underlying the project is that students should be given a chance to work creatively with intellectually stimulating materials. Too frequently, students with weak academic backgrounds and doubts about their own abilities are forced to grope with what seems to them mysteriously contrived "right" and "wrong" answers. The answers originate in the minds of the teachers instead of from the independent judgments of the students as derived from their own observations.

But if students begin to feel that they can speak freely, present their own wildest hypotheses, and explore ideas without fear of mistakes along the way, the technical difficulties in speech, writing, and academic content can be filled in as they are needed to find the answers to the students' personal questions. The new program at the 13 colleges is, therefore, based on an inductive approach to learning and student-centered materials.

ISE and the 13 colleges are trying to create a sense of liberation in the classroom. The thrust is away from rigidly predetermined curricula, text books, standard assignments, and lecture methods of presentation. Students are encouraged to question, analyze, create, and work on their own initiative both inside and outside the classroom.

With the exception of Bennett College, which has 50 students and 4 teachers in the program, there are approximately 8 faculty members for each college, who are assigned to teach 100 students at each campus. These program costs are supported by Title III of the Higher Education Act For Developing Institutions and go to each institution.

> Participating in the Thirteen Colleges Curriculum Development Project are: the Agricultural and Technical University of North Carolina, Alabama Agricultural and Mechanical College, Bennett College, Bishop College, Clark College, Florida Agricultural and Mechanical College, Jackson State College, Lincoln University, Norfolk State College, Southern University, Talladega College, Tennessee Agricultural and Industrial State University, and Voorhees College.

The project has four major components:

1. The development of first-year college courses in English, mathematics, science, and social science and second-year courses in English and "analytical thinking." The teachers who were to take part in the program developed the courses at an eight-week summer curriculum writing seminar. They were aided by the staff of the Curriculum Resources Group (CRG).

2. Trial and revision of the curriculum based on the experience in the classroom of the teachers from the 13 campuses.

3. Support during the academic year for the teachers from CRG's full-time staff in each curriculum area. The support included campus visits for consultation, regional meetings, and expansion of the materials prepared during the summer, and the development of new materials.

4. Evaluation of the project to determine the effectiveness of the new curriculum compared to the traditional methods of teaching.

Part of the evaluation will be tests before and after the first two years of the project with all of the student participants as an experimental group. A group of similar size from the freshman classes will serve as a control group. Another small control group will be 260 high school who did not go to college. From the high school group, ISE hopes to come up with some suggestive findings on the effects of the normal maturation process over two to four years in the absence of college experience. The plan is to follow all three groups and new students entering the program in September through graduation and possibly a few years beyond. There were two evaluation conferences by teachers in the project and CRG staff members, and another by the students in the project, in which they began the process of reviewing the progress of the curriculum. The teacher conferences were supported by the Ford Foundation.

Following is a discussion of the four courses that were taught in the Thirteen College Curriculum Development Project during the last academic year:

Ideas and Their Expression

The English course, Ideas and Their Expression, takes a thematic approach to the improvement of reading, writing, and oral expression. Students explore two or three contemporary themes such as "choice and temptation," "responsibility," "self and alienation," "power," or "love and sex" through a variety of literary works. The works may include films, recordings, music, and art, as well as books. The materials for each sequence are chosen with the idea of involving students in the development of their own ideas and effectively expressing their thoughts in speech and in writing.

Composition, speech, and reading are not taught as specific subjects. They are developed by the students in dealing with each thematic sequence. The teachers and the CRG English staff assume that students will gain intellectual self-confidence and will read and write more extensively than in the past, if they are motivated to read and communicate and are encouraged to express themselves freely. By reading and writing more than they had, the students should begin to improve their skills.

In practice, the teachers found that the study materials—books, stories, films—raised many more ideas than could be dealt with adequately. So most teachers devoted the academic year to an in-depth study of only two themes. Students were encouraged to relate the ideas in the two themes and to explore other relevant issues which were raised. The teachers were not required to follow the sequences precisely as they had been developed in the summer seminars. They were permitted to vary the sequences and develop new materials in response to the interests and needs of their own students.

The materials included three reference works: *Webster's New World Dictionary*, *Short Story Masterpieces*, and *Immortal Poems of the English Language*. Varied other works were included in each sequence. They ranged from ancient to modern, comedy to tragedy, and drama to satire. Included in the responsibility sequence, for example, were "Noah," a sketch by comic Bill Cosby, Ralph Ellison's *The Invisible Man*, *Antigone* of Sophocles, "Letter From the Birmingham Jail," by Martin Luther King, Jr., and slides of four sculptures with explanatory background material prepared by Henry Moore.

* * *

Quantitative and Analytical Thinking

The mathematics course allows for as much student creativity as possible. It is made up of many short units dealing with a variety of mathematical topics. This gives the course the flexible structure necessary to stimulate creativity. The units are designed to meet the interests and needs of the students, rather than provide textbooks or a rigid curriculum outline to help teachers determine the selection and sequence of materials.

In addition to the traditional mathematical topics, the units include probability, topology, network theory, linear algebra, numbers theory, and the mathematics of motion. The units are designed to start with situations that will excite the students and involve them in mathematics. They also are designed so the students can discover relationships and concepts that are new to them. Alternative outcomes for most of the units are possible, depending on where the students move with the materials. But all such possibilities involve significant mathematics. The units are based on the prior experience of the teachers and the CRG mathematics staff, plus an examination of recent innovative curriculum materials in mathematics at last summer's seminar.

The teachers and the CRG staff did not define any particular guidelines for the mathematics course. But four common trends emerge from the units. They are: (1) the importance of having students ask questions; (2) the phenomena approach; (3) the need and fundamental value of having students devise their own notations, and (4) the incorporation of fundamental skills within the context of a challenging problem where these skills are a step toward solving the problem and not just ends in themselves.

The approaches have varied with the different campuses. For some teachers, the course became an opportunity to discard the traditional syllabus and find materials that interested and involved the students. Others worked out new approaches to the topics themselves. Although the courses are innovative, old teaching practices were not discarded entirely. For example, students spent some time at the blackboard working out problems in class. But few teachers used textbooks, relying instead on the materials developed by the CRG staff. Time-sharing computers have been installed at seven campuses for the use of the students and teachers.

As with all courses, the CRG staff gave strong support to the mathematics course during the academic year. Staff members visited all of the campuses. They observed classes, talked with students about their experiences, and taught a number of experimental classes. CRG staff members also talked to other members of mathematics departments at the 13 campuses about how the program could be better integrated into the regular mathematics program at the colleges.

* * *

Social Institutions: Their Nature and Change

The social science course is interdisciplinary. Materials for the course are organized around five topics—youth and society, the family, American cities and urban problems, the civil rights movement, and revolution. The topics were selected because of their suitability to the interdisciplinary approach. Each topic is developed into a unit. Included are a detailed outline of the topic, suggested teaching approaches, and an annotated bibliography. The units serve as the basis for classroom activity. But they are varied when necessary by the teacher. Almost all materials used are drawn from primary sources.

Here are some of the materials for the civil rights unit: *Civil Rights,* edited by Grant S. McClellan; *The Strange Career of Jim Crow* by C. Vann Woodward; and *Dark Ghetto* by Kenneth Clark. Also included were films—"A Time for Burning" and "Nashville Sit-in," an N.B.C. white paper.

The development of the five topics focused on four student-centered goals. The study of particular institutions gave students a chance to perceive the social relationships in terms of the patterned regularities by which these relationships are characterized. The use of case studies, essays, films, tapes, and independent research gave students practice in critical thinking, inductive and deductive reasoning, hypothesis formation and testing, and generalization. Students were able to discover that social science activity is essentially an extension of their curiosity about their social environment. And, finally, students began to gain an understanding of the social milieu as a system, rather than a "great, buzzing, blooming," confusion, and that they should be able to apply the academic insights they gain from their study to their own lives.

The teachers spend four to eight weeks on each unit, depending on student interest. Most teachers used all five units by the end of the academic year, although they were not required to do so. Gaps have been found in the materials prepared during the summer as they were used in the classroom. Some of the preliminary assumptions about students were found to be mistaken. A key mistake was the assumption that the major problem would be getting students interested in social science. Therefore, much of the material was designed to attract student interest. But students were enthusiastic about the units from the beginning. The teachers reported the program was highly successful when the students became involved in research projects of their own choosing.

* * *

Natural Science

The primary goal of the natural science course is to involve students directly in scientific observation, discussion, and thought, to stimulate their interest in science, and give them in-depth understanding of selected scientific topics. This approach was opposed to the traditional survey of general science. Therefore, the science course was designed to encourage students to ask a wide variety of questions about specific phenomena rather than to merely study large scientific abstractions. In this way, it was hoped that the students would learn by example some of the scientific ways of examining themselves and their environment.

The course tries to integrate physics, biology, and chemistry around five common topics. The topics are measurement, motion, energy, the 19th century view of matter as an introduction to some of the chemical aspects of biology, and waves. The approach was based on the belief of the teachers and the CRG staff that the best approach to science is the interdisciplinary one. In addition, two more topics were included which teachers felt should not be omitted, even though they do not overlap the other topics. The physical scientists developed a unit on modern physics. It explores some aspects of atomic structure discovered since 1900. And the biologists put together material on evolution, growth and development, genetics, and population.

Much of the material incorporated into the units was drawn from the work of the Physical Science Study Committee (PSSC) and the Biological Science Curriculum Study (BSCS). But the course does not follow the textbooks produced by the two studies but rather uses them as reference works for some of the actual experiments and as models for experiments of more complexity.

Teachers found some problems with the interdisciplinary approach. The attempt to integrate the sciences was not entirely successful. One reason was that scientists tended to concentrate on topics within their own discipline. But the pattern was not uniform on all 13 campuses. Some reported that the interdisciplinary approach was a great success. Teachers at one college reported that almost 90 per cent of their students were excited about science. Another problem was the inadequacy of the PSSC and BSCS materials for the project. Both were developed for students with well-developed verbal and mathematical skills. Therefore, the teachers and CRG staff have undertaken to develop a new science course with a different strategy for the next academic year. The interdisciplinary approach will be discarded. The new course will consist of a semester of physics and one of biology. The new course will focus on making science a living experience for the students.

Thirteen Colleges Project Supporters

Here are the sources of financial support for the Thirteen College Curriculum Development Project:

1. For the project at each of the 13 colleges, The Developing Institutions Branch, Division of College Support, Bureau of Higher Education, U.S. Office of Education.
2. For part of the science and mathematics work of the Curriculum Resources Group, the National Science Foundation.
3. For support of English and social science curriculum materials, the Bureau of Research, Office of Education.
4. For room, board, and stipends for students taking part in the program, Office of Economic Opportunity. These funds were matched by Educational Opportunity Grants of the U.S. Office of Education.
5. For two weekend conferences for the faculty participants in the project during the academic year, the Ford Foundation.
6. For the operation of the central office of ISE, the Carnegie Corporation.

'EXPERIENCES SO PROFOUND'

Another project aimed at the problems Negro and white teachers will face in integrated schools is the Emory Project, a joint effort of ISE, Emory University, and the Student National Education Association. Funds are supplied by the U.S. Office of Education under Title IV of the Civil Rights Act of 1964. A series of teacher education and school integration conferences were held last fall and this spring in 11 southern states. In addition to problems of school integration, the conferences dealt with problems of teacher education, problems of educating culturally different children, and the subtleties of institutionalized white racism on the one hand and black chauvinism as a reaction.

There were 13 conferences. The first 10 were designed for college seniors in teacher education programs and for teacher education personnel. The last three conferences were for students under contract for public school teaching in the 1968-69 school year, teacher education personnel, school superintendents, principals, and practicing teachers. The conferences consisted of panels, demonstrations, discussions, and micro-teaching video-recordings. The conferences were loosely enough structured so the participants would have ample opportunity to develop relationships with one another.

The idea of focusing on teacher education programs grew from five teacher education and school integration conferences held during the Spring of 1967. It became apparent that colleges continue to isolate and insulate their students from contemporary problems of race and education up to graduation. The colleges then expect the students to function as ideal teachers in situations for which they are not prepared and to which they have not been exposed.

It was hoped that the dialogue between faculty and public school administration would convince both groups that a variety of experiences in college would help ease the fears of the students who will be teaching for the first time in integrated or inner city schools. Practical ideas were presented on how students could become involved earlier in their college years in real experiences with the high school students they are being trained to teach. There were suggestions for tutorial and teacher-aide programs.

Participants of the five conferences last fall visited public schools. Many of the participants had only been in the schools they had attended before college. They were not aware of the special problems and diversity of programs in other schools. The project received excellent cooperation from school superintendents. The superintendents saw the visits as an opportunity to recruit the participants for future employment in their school systems. School visits were made in Richmond, Va., New Orleans, La., Memphis, Tenn., Huntsville, Ala., Columbia, S.C.

The conferences, of course, did not solve the problems of school integration or teacher education. But more than 800 prospective teachers were exposed to some of the problems and challenges of teaching in integrated schools before they actually entered the classrooms as teachers. Subsequent conferences planned by administrators who were in attendance is an example of the impact of the conferences. One of the participants said, "Before these two conferences, I had doubted my ability to deal with the special problems of an integrated or predominantly Negro school, but I am now applying for work in just such schools because some of the experiences I had were so profound and unforgettable."

THE 'NEW LIFE'

"This new life, since June 1966, may be characterized as being a catalytic agency seeking to cause greater interaction between the Negro colleges and those resources that will give strength to them.

"As the new president, I was impressed with the notion that the colleges themselves, with some guidance, would have to agree on what was about to happen to, with, and for themselves. . . .

"The important consideration now is that we perform well the work in which we are engaged, maintain the confidence of our funding agencies, and choose well our next areas of endeavor. . . .

"As a target . . . , we hope to launch a program in the 1968-69 school year that will bring 240 new teachers a year—in up to six critical fields—through a strong Master's degree program and deliver them to the most interested Negro colleges. . . .

"Any honest assessment of the racial situation in America will expose the relatively disadvantaged position of the young Negro. His separation from the majority culture is both the continuing cause and the inescapable result of this disadvantaged position. . . . So, the fact of racial separation of these schools only reflects the separation that characterizes society. But leaving them as they are makes this separation harder to overcome; working with them now hastens the movement of their students toward the unimpended pursuit of their full liberties."

Dr. Samuel D. Proctor, president, *Annual Report, Institute for Services to Education, 1968.*

COMMUNICATIONS SKILLS INSTITUTES

One of the bars to integrated public schools is the claim by opponents of integration that the Negro teacher has not mastered standard English. The Communication Skills Institutes were developed to evaluate and improve, if necessary, the ability to communicate orally of the graduates of predominantly Negro colleges who planned to teach in the public schools. Last August, 250 recent graduates who planned to start teaching in September attended four institutes. They were held at Hampton Institute, Florida A & M University, Southern University, and Tennessee A & I University. ISE and Hampton Institute sponsored the project with funds provided by the U.S. Office of Education.

Improvement of communications skills was accomplished by innovatively conceived exposure to the fundamentals of language, sensitivity training, role playing, and self teaching opportunities. The institutes were designed to give the participants an opportunity to acquire adequate competence with the language skills needed by good teachers.

Among the objectives of the institutes were: (1) to identify language deficiencies which are potential barriers to effective teaching; (2) to evaluate and improve, where necessary to participants, abilities to

communicate; (3) to ensure that participants do not unwittingly serve as poor speech and language models in the classroom; (4) to instill an awareness of any deficiencies; (5) to provide the basic tools needed for continued self-improvement after the prospective teachers leave the institutes, and (6) to create a sensitivity to and skill in handling problems of communicating in a newly integrated school.

As a result of the initial phase of the study, further follow-up and evaluation were made. An assessment of the effects of the program on the participants is nearly completed. The director expects to have sufficient evidence to make recommendations this summer. Included would be the introduction of massive programs of curriculum change which would have immediate positive results in this area.

ESSO FACULTY FELLOWSHIPS

One of ISE's earliest projects was the ESSO Faculty Fellowship Program. For the past three years, the ESSO Education Foundation has made a grant to ISE to enable teachers who took part in the ISE-sponsored Summer Faculty Institutes to work toward completion of their doctor's degree on a full-time basis. This year, the grant from ESSO was $75,000. ISE awarded $50,000 of the grant to nine teachers to complete their doctoral work. The remaining $25,000 was held back to support the cost of reduced teaching loads for the teachers when they returned to their home campuses.

'A GREAT OPPORTUNITY'

During the summer of 1967, 50 students from five Negro colleges were able to work as interns in local anti-poverty programs. The Student Intern Project was administered by the Institute for Services to Education. Its purposes were to channel young people's broad social concerns into activities beneficial to the communities; to provide additional manpower for Community Action Program (CAP) agencies; to introduce students to the professional and personal demands required for anti-poverty work; to open the possibility of a "new career" area to the students, and to establish closer ties between the colleges and their communities. Ten students were selected from each of five institutions: Virginia Union University, LeMoyne College, Johnson C. Smith University, Dillard University, and Huston-Tillotson College.

The interns were recruited for interest, personality, field of study, academic performance, past experience, and need for employment. Efforts were made to place students in jobs relating to their major. But students were not excluded from the program because they did not major in areas that correlated to job openings. For example, a chemistry major served as an assistant in a program that relocated clients and helped them find new jobs.

The interns were assigned to CAP agencies in the cities where their colleges were located. Before starting work, they took part in orientation on community action work, the problems of poverty, the Economic Opportunity Act, and how they were expected to work. The range of jobs included social service work, administrative work, and counseling in the various CAP programs, such as family planning, day care, and dental care. A history major taught minority group history at a neighborhood center. Elementary education majors taught remedial reading, mathematics, and arts and crafts. A sociology major counseled teenagers. Married students served in Family Planning Centers in one project.

To help make the job an educational experience, interns took part in weekly discussion sessions covering a broad spectrum of topics. The sessions varied. Sometimes students led the discussions, and

outside speakers spoke at other sessions. There were discussions of outside readings such as Claude Brown's *Manchild in the Promised Land*, John Kenneth Galbraith's *The Affluent Society*, and James B. Conant's *Slums and Suburbs*. Faculty advisors from each college helped screen the interns initially and made visits to individual interns once a week during the summer.

All who took part in the program agreed it was a success–faculty advisors, student interns, and CAP personnel. They said the program should be continued and expanded. One student said the program meant "the great opportunity of working with these 'other Americans' and . . . getting the opportunity to improve their home conditions, job status, and personal conditions." A CAP director wrote, "The students performed yeoman's service and in many instances worked beyond hours of employment. . . . It is my hope that the program can be continued and expanded." A faculty advisor said the program helped change the image of the college in the community. He hoped the interns would become a nucleus around which could coalesce a much larger group of volunteers from the campus.

'SINCE WE WERE DREAMING'

"Since 1963 when we were dreaming and 1964 when ISE was planned, much has occurred in Negro education. We have been studied, evaluated, and permitted to grow to full flower. This growth has taken place in spite of the fact that we have not amassed massive financial resources, and because we have had ideas and were willing to experiment with them in revamping basic educational programs for Negroes in the lower third of our society.

"Our staff is competent and enthusiastic about their services, and a Peace Corps spirit pervades many of the programs now operating on college campuses."

Samuel M. Nabrit
Chairman, Board of Trustees
Institute for Services to Education

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